PMHS Project Design Template

ACADEMIC RIGOR
1. What is the essential question addressed by the project? (Ex. How do authors' lives and experiences shape their literary works? How do scientists solve real life problems? When is something art?

2. What 21st Century Learning Expectations will students apply and assimilate through this project? (Indicate all that apply)

COMPETENCIES:
- o Productive, self-directed learners
- o Engaged and responsible member of their community
- o Communicate
- o Acquire and synthesize information
- o Ability to identify and solve problems

INDICATORS:	HOW STUDENTS WILL DEMONSTRATE

3. Which common core, state, local standards are addressed by the project? What will be the evidence that students have met the standards?

COMPETENCIES (including standards)	EVIDENCE/INDICATORS	DOK

4. What key course concepts, themes, or inquiry methods are addresses by this project? (Ex. Using the substitution method to solve equations, creative writing, think like a scientist…)

AUTHENTICITY

5. Where in the "**real world**" might one see the problem or question addressed by the project tackled by an adult at work or in the community? (Ex. Local fish and game scientist also study species in our local creek.)

6. How do you know that the problem or question is **meaningful to students**? (Ex. Students are genuinely interested in the advertising techniques they see in popular media. Specific topic choice was also offered.)

7. What type of **audience** might be appropriate for the students' work? (Ex. Industry experts, community decision-makers, parents, other staff members, local service clubs, other students…)

ACTIVE EXPLORATION

8. What **field-based activities** does this project require students to conduct? (Ex. Interview experts, participate in a work-site visit, collect survey data, collect scientific data…)

9. Which of the following **methods and sources** of information are students expected to use in the project? (Check all that apply)
   o Interviewing
   o Observing, documenting, and/or surveying
   o Video or audio-taping
   o Gathering and reviewing published information
   o Searching on-line and electronic databases
   o Creating a symbolic representation (g/g/, model building, map making)
   o Discussion
   o Experimentation

APPLIED LEARNING

10. How will students **apply** the knowledge they are learning to a complex or semi-structured problem? What will they actually do? (Ex. Students design a product, organizing an event, produce a CD)

ADULT CONNECTIONS

11. Do students have access to at least **one other adult** with expertise relevant to their project who can address questions, provide feedback, etc.?

   _____ Yes   _____ No   _____ Not Sure

12. Does the project offer students the opportunity to develop a broader understanding of the relevant field of work through observing adults during at least on in-depth **work site visit**?

   _____ Yes   _____ No   _____ Not Sure

13. Does at least one adult from the outside the classroom help students develop a sense of the **real world standards** for the type of work arising from their project?

_____ Yes   _____ No   _____ Not Sure

14. What **roles** will adults outside of the classroom play in this project, and how will students **connect** with these individuals? (Ex. Structural engineers will provide feedback to student teams on bridge design, Teacher contacts will be used.)

ASSESSMENT PRACTICES

15. What are the **criteria** for measuring student growth in each of the following?

- ➢ 21st Century Skills

- ➢ Competencies

- ➢ Product Creation

16. Are students asked to **review** and/or **help establish** project criteria?

_____ Yes   _____ No   _____ Not Sure

17. Which of the following methods of **structured self-assessment** of progress are students expected to use? (Check all that apply)
- o Journals and work logs
- o Conferences with teachers or adult mentors
- o Conferences with peers
- o Using a rubric or other assessment measure
- o Reviewing their progress against a work plan they developed for the project
- o Identifying areas where improvement has occurred and where it is needed

18. What types of ongoing feedback will students receive on their work-in-progress from teachers, mentors, and peers?

19. What benchmark deliverables are students expected to complete prior to the final product or outcome? (Ex. Formative assessments such as proposal, work plan, reflection papers, mini-presentations, models)

20. Do students prepare a culminating exhibition, performance, or demonstration at the completion of their project that shows their ability to apply the knowledge and skills they have gained?

_____ Yes   _____ No   _____ Not Sure

21. What opportunities are students given to conduct individual, small group and whole class **reflections on their learning** and to offer suggestions for future class projects? (Ex: Small group reflection and whole-class debrief held the day after final exhibition.)